

## 1. BASIC INFORMATION

<b>Course</b>	Lifespan Developmental Psychology
<b>Degree program</b>	Psychology Degree
<b>School</b>	Faculty of Biomedical and Health Sciences
<b>Year</b>	3rd
<b>ECTS</b>	6
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus-based
<b>Semester</b>	First Semester
<b>Academic year</b>	2024 – 2025
<b>Coordinating professor</b>	Saray Cáliz Aguilera
<b>Professor</b>	Saray Cáliz Aguilera, Darya Faiyad Pohlmann, Carmen Irene de Lisa Marques

## 2. PRESENTATION

“Life-span developmental psychology” is a subject of the Degree in Psychology, with 6 ECTS. It is a mandatory course which covers a variety of fundamental topics about the way people grow and change during the entire life cycle. The subject covers the principles of how people develop across the lifespan, including the different dimensions of development (biological, cognitive and socioemotional) and the plasticity principle. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

KN01: Describe the temporal evolution of psychological ideas and knowledge, as well as the changes that different conceptions of the object of psychology and research methods have undergone over time.

- Describe the changes in individuals throughout their developmental stages, from the perinatal stage to old age, as well as the different theoretical models that explain them.

### COMPETENCES

- CP01: Understand the functions, characteristics, and limitations of different theoretical models in the field of Health Psychology.

- CP02: Understand the basic laws of different psychological processes in the field of Health Psychology.
- CP03: Understand the main processes and stages of psychological development throughout the lifespan, including aspects of normality and abnormality in the field of Health Psychology.
- CP04: Understand the biological foundations of human behavior and psychological functions.
- CP09: Understand the different fields of application of psychology and have the necessary knowledge to impact and promote quality of life in individuals, groups, communities, and organizations in various contexts: educational, clinical and health, work and organizations, and community.
- CP10: Analyze the needs and demands of recipients in different contexts.
- CP11: Be able to establish goals for psychological intervention in different contexts, proposing and negotiating goals with recipients and stakeholders.
- CP12: Be able to plan and conduct an interview.
- CP13: Be able to describe and measure variables (personality, intelligence, and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.
- CP14: Be able to identify differences, problems, and needs.
- CP15: Be able to diagnose according to the criteria of the profession.
- CP20: Analyze the context in which individual behaviors, group processes, and organizational behaviors develop.
- CP24: Be able to define objectives and develop an intervention plan based on its purpose (prevention, treatment, rehabilitation, insertion, support, etc.).
- CP30: Plan the evaluation of programs and interventions.
- CP32: Be able to measure and obtain relevant data for the evaluation of interventions.
- CP34: Provide appropriate and accurate feedback to recipients.
- CP35: Be able to develop oral and written reports.
- CP36: Understand and adhere to the ethical obligations of psychology.

## 4. CONTENT

Unit 1. Introduction

Unit 2. Developmental psychology from the perinatal stage to early childhood

Unit 3. Developmental psychology from infancy to adolescence

Unit 4. Developmental psychology of youth

Unit 5. Developmental psychology of adulthood

Unit 6. Developmental psychology of old age

Unit 7. Stages and Psychological Impact of Death.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case method
- Cooperative learning
- Problem-based learning (PBL)
- Master class

- Simulation environments
- Use of computer programs
- Student presentations

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Lectures	29h
Asynchronous lectures	6h
Autonomous work	50h
Practical activities	15h
Debates	5h
Case analysis	10h
Research	10h
Formative assessment	3h
Group participatory activities (seminars, participation in forums, etc.)	15h
Face-to-face tutoring	5h
Face-to-face test of knowledge	2h
<b>Total</b>	<b>150h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge test: multiple choice question exam	40%
Oral presentations: research project based on the development and milestones of the life of a historical figure <ul style="list-style-type: none"> <li>- Written report that the students will have to upload to Canvas (10%)</li> <li>- PPT uploaded to Canvas and oral presentation in class (15%)</li> </ul>	25%

<p>Portfolio:</p> <p>Written report where the student will show his/her own training process throughout the course, where he/she will include, in addition to the class exercises, everything learned (reflections, problem solving, notes, summaries, etc.). In addition, 3 activities (with mandatory attendance) will be assessed here:</p> <ul style="list-style-type: none"> <li>- Adapted housing: interprofessional activity conducted with the Occupational Therapy Department</li> <li>- Integral look at pregnancy and Postpartum: interprofessional activity conducted with the Nursing Department</li> <li>- Simulation on topic 2 (Prenatal, Childbirth and Neonatal Period)</li> </ul> <p>*Instructions for the submission of each activity will be detailed in the Virtual Campus.</p>	30%
<p>Participation in debates and forums: The students will propose questions related to the topic through a forum, 3 of which will be selected, and the students will carry out a bibliographic search. Subsequently, a debate will be held.</p>	5%

\*In addition, students will be required to attend and participate in a First Aid Basic Workshop with the aim of training students on first aid adapted to the different vital moments of the individual will be provided. This activity will be done as an interprofessional activity in collaboration with the Nursing Department. The attendance is mandatory and will be evaluated with questions in the final exam.

\*\* This course will include the digital competence activity: "Recording a Learning Video" in the Portfolio section, in which the student will learn to create digital content. This activity is part of the Digital Development Plan of the Degree in Psychology, within dimension 4.

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

### Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In addition, to pass the subject you will need to obtain a minimum grade of at 5 out of 10 in:

- the final exam (Knowledge Test),

- the portfolio (averaged grade of all the proposed activities)
- the oral exposition (averaged grade of written report and oral presentation)

**Complementary activities with mandatory attendance:**

- **First Aid Basic Workshop:** Training on first aid adapted to the different vital moments of the individual will be provided. This activity will be evaluated with questions in the final exam.
- **Adapted housing:** Students will go to the adapted house for experiential exercises about adapting homes for the elderly. This activity will be evaluated with a reflection on the portfolio.
- **Simulation:** We will have a simulation in the simulated hospital on topic 2 (Prenatal, Childbirth and Neonatal Period). This simulation will be evaluated within the portfolio with a reflection.

These activities are mandatory to pass the subject. The student who does not attend for justified reasons (justified absence according to the UEM regulations and approved by the Academic Advisor) will have to do a complementary work on the topic to pass the subject. If the absence is unjustified, the student will fail the course and must retake that section of the course in the second exam period.

**PLAGIARISM AND USE OF IA**

Each student is expected to be the sole author of all submitted work. Students who plagiarize any of the proposed assignments will receive a 0 on that assignment.

AI-Generated Content: AI-generated content tools (AIGC), such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible in any case for the written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their assignment, their use must be described in detail in the work. The student is fully responsible for the accuracy of the information provided by the tool and for correctly referencing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program director.

**Delayed submission of mandatory activities**

Delayed submission of mandatory activities will result in non-evaluation of the activity, assigning a numerical grade of 0.

**Simulation**

Whenever simulations are conducted, it will be mandatory for the student to wear the corresponding uniform (shirt and pants) to the simulated hospital. Students who do not arrive with the complete uniform will forfeit their right to attend the simulation and will receive an absence for it.

**7.2. Second exam period**

To pass the course in the second exam period, the same requirements as in the first exam period must be met. The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

To pass the course in the second exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In addition, to pass the subject you will need to obtain a minimum grade of at 5 out of 10 in:

- the final exam (Knowledge Test),
- the portfolio (averaged grade of all the proposed activities)

- the oral exposition (averaged grade of written report and oral presentation)

#### Complementary activities with mandatory attendance:

- **First aid workshop:** Training on first aid adapted to the different vital moments of the individual will be provided. This activity will be evaluated with questions in the final exam.
- **Adapted housing:** Students will go to the adapted house for experiential exercises about adapting homes for the elderly. This activity will be evaluated with a reflection on the portfolio.
- **Simulation:** We will have a simulation in the simulated hospital on topic 2 (Prenatal, Childbirth and Neonatal Period). This simulation will be evaluated within the portfolio with a reflection.

These activities are mandatory to pass the subject. The student who does not attend for justified reasons (justified absence according to the UEM regulations and approved by the Academic Advisor) will have to do a complementary work on the topic to pass the subject. If the absence is unjustified, the student will fail the course.

Same instructions will be required to pass the activities in the second exam period, except for the activities that require mandatory attendance:

- in class debates (assessed in Participation in debates and forums),
- the simulations and the adapted housing activity (assessed in the Portfolio)
- First Aid Basic Workshop

The retake of these activities in the second examination period will be done through written assignments.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Oral presentations	December
Portfolio	November and December
Participation in debates and forums	November
Knowledge test	January

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

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The recommended Bibliography is:

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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.